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Champaign Community Unit School District #4

BETTER SCHOOLS BUILD BETTER COMMUNITIES

About the Consent Decree



"The District is committed to continuing positive trends and changing negative ones in each area of the Consent Decree. The Court Monitor's analysis and recommendations are invaluable tools as we continue our mission to guide all students in gaining knowledge, skills and attitudes necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic resource-rich learning environments and experiences in which people and life-long learning are valued."

~ Arthur Culver, Superintendent

Current Progress Summary

History
Community Schools Employment Sitemap
Participants Involved
Report Topics
Report Archives
Planning Implementation
Committee

Current Progress Summary

September 2008

Judge Joe Billy McDade listened to joint statements from attorneys for African American Plaintiffs and for the Champaign Community Unit School District #4 in a status conference regarding the Consent Decree signed by the parties in 2002 in an effort to improve educational outcomes for African American students. The Consent Decree is set to expire June 30, 2009. [Read more...](#)

March 2007

Final Collaboration Plan

Final Collaboration Plan - Appendix A

Final Collaboration Plan - Appendix B

Quarterly Report November, Fall 2006

The challenges in Unit 4 schools are evident in the continuing disparities between representation of African American students and their peers in equity areas being analyzed by the Court Monitor. Please note, however, the following accomplishments that provide encouragement as we continue our quest to provide equity and excellence for all students:

- Controlled Choice has been successfully implemented at the elementary and middle school levels, and the District meets its targets for student assignment to schools within racial fairness guidelines. Moreover, the system of choice is successful, as demonstrated by the fact that the kindergarten lottery for SY2007 received the largest number of participants since the program's inception in 1998 and the majority received their top choice in school selection.
- The flexible goal for attendance is that the student attendance rate for minorities and non-minorities be at 95%. Three of the eleven elementary schools meet that target. The remaining eight elementary schools and two middle schools are within two percent of that goal. However, one middle school and two high schools need to improve their attendance.
- Elementary Gifted enrollment of African American students has climbed from a mere 3% in 1998 to 17.2% last year. Similarly, the Middle School African American Honors enrollment has almost doubled, from 14.5% in 2002 to 26.5% last year, and the District is less than one-half percentage points from meeting racial fairness guidelines.
- Key among the District's disciplinary initiatives are behavior change models. The elementary and middle schools use PBIS (Positive Behavior Interventions and Support), as set forth in the EEIP, and the high schools use PBF (Positive Behavior Facilitation). The District's approach to behavior management is to be proactive and constructive rather than punitive and reactive. Both PBIS and PBF are positive reinforcement models and allow personalized intervention for individual student needs. As part of the program, teachers are trained to recognize how their behavior may trigger or escalate conflict with students and how to prevent that from occurring. The District also proactively intervenes with students to address behaviors before they reach a disciplinary level, such as counseling through social workers and counselors, mentoring, use of the BST process, and development of behavioral intervention plans. Initiatives have reduced disciplinary incidents and actions significantly at ES – by over 40% – and also at MS by approximately 10 % last year.
- During the 2005-2006 school year, the district totals for African-American participation rates were down in the following special education areas: all special education programs, behavioral/emotional programs, mental impairment programs, speech-language programs, and the all other special education category.
- Based on preliminary ISAT data, all elementary and middle schools achieved Adequate Yearly Progress (AYP).

- At Bottenfield in 2002, only 37% of 3rd grade African American students were meeting or exceeding State standards in math. Today, an impressive 100% of African American students meet or exceed State standards, and the District closed the achievement gap completely.
- Similarly, at Garden Hills, which is a Title I school, (high percentage of students from low-income families) a stark 19% of African American students were meeting/exceeding math standards in 2001, whereas 100% do so now.
- Last year, all Elementary and Middle School made Adequate Yearly Progress (AYP) under NCLB. The results are also demonstrated in the 2006 preliminary ISAT data. Look at the 3rd grade math results for African American students, increasing from 40 % in 2002 to 80% today. The achievement gap between African American and other students has been significantly reduced from 45% to 15%. Similarly in 5th grade, African American scores jumped from 23% to 67%, an increase of 44% since 2002. In 8th grade, African American scores were at only 12.9% in 2002, but the District has increased that by 52% since then. Not coincidentally, this reflects the same timing of the District's curricular alignment, middle school restructuring, and implementation of the District's first standards-based mathematics.
- District meets relevant labor force statistics for hiring and staffing of African American administrators, teachers and staff. The District continues to pursue aggressively increased diversity, as exemplified by the 20 AA teachers hired just last year. The District also has in place effective programs for teacher retention, such as the Novice Teacher Mentoring and the Minority Teacher Mentoring Program.
- African American enrollment in Level 3 courses is near 40%, well within racial fairness guidelines.

Resources relevant to Court Hearing October 19, 2006:

- [October 19, 2006 ORDER](#)
- [Superintendent Culver Public Comment - October 19 hearing.pdf](#)
- [District October 19 Hearing powerpoint.PPT](#)
- [Report to Court of Consent Decree Targets and Steps 09 22 06.PDF](#)
- [Exhibit A-C.pdf](#)
- [Exhibit D-I.pdf](#)
- [Exhibit J-S.pdf](#)
- [Exhibit T-U.pdf](#)
- [Johnson v. Board of Education - U.S. District Court webpage w/ additional documentation](#)

History



In May and July of 1996, the United States Department of Education's Office of Civil Rights received complaints by several Champaign Urbana families addressing mandatory one-way busing of African-American students and the educational services provided to those students. The complaints were later amended to include allegations of system-wide discrimination in student assignments, within-

school segregation practices and tracking, discipline, and staffing. In September of 1996, the Office of Civil Rights initiated a proactive compliance review of Unit 4 in two areas; the over-representation of minorities in special education, and under-representation of minorities in upper level classes. This review revealed statistical disparities between majority and minority students in the areas of gifted, upper level courses, within-school integration, discipline, and special education.

Top Ten Things Every Unit 4 Employee Should Know About the Consent Decree

1. Unit 4 voluntarily entered into the Consent Decree (a unique form of court monitoring) to provide educational equity for African American students.
2. The Consent Decree focuses on the statistical disparities between majority and minority students in the areas of gifted, upper level courses, within-school integration, discipline, and special education.
3. The Consent Decree focuses on over-representation of minorities in special education and under-representation of minorities in upper level classes.
4. The level of detailed analysis and reporting on the effectiveness in the District's programs and services aligns with national No Child Left Behind initiatives/requirements and has positioned Unit 4 as reference site for schools wishing to address problems of statistical disparities between majority and minority students.
5. Controlled Choice, the Unit 4 system for school assignment, is part of the Consent Decree and Controlled Choice is designed to bring the schools for grades k-8 within racial fairness guidelines.
6. The Family Information Center oversees the Controlled Choice process and serves as a resource for the District and the community.

7. Unit 4 provides Quarterly Reports to a court monitor describing District strategies and accomplishments in improving conditions for African American students. The reports, typically in excess of 500 pages, include data and graphs for each campus on Staffing and Hiring, Student Achievement, Student Attendance, Student Discipline, Special Education, and Gifted/Talented.

8. The District has developed a clear process and a detailed Implementation Plan to achieve educational equity for African American students. The Implementation Plan requires the full support of Unit 4 teachers, administrators, and support staff.

9. The Planning and Implementation Committee includes representatives from the District Administration, Plaintiffs, the Champaign Federation of Teachers, Board Members and Community Members. The Planning Implementation Committee meets monthly to monitor the goals of the District's Equity Improvement Plan.

10. The Consent Decree agreement is in effect through the 2008-2009 school year. The District will move out from under the Consent Decree when it has implemented systems that:

- Eliminate unwarranted disparities in the enrollment of minority students in upper level courses.
- Incorporate innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles.
- Deliver a professional development plan that provides on-going training and accountability for teachers and administrators in such practices.

Check your understanding of the Consent Decree basics with an Online Test.

Participants Involved

Dr. Michael Alves - Senior Desegregation Specialist, The New England Equity Assistance Center and developer of the Controlled Choice Software. He works as a regular consultant to the District advising on Choice issues and procedures. School choice is one of the hottest topics in education. Not only does it have the attention of educators, it has the endorsement of President Bush and a large following of parents. Books are being written, arguments waged, and bills drafted. There is a growing feeling that if parents can choose which schools their children attend, education will improve. Michael Alves' Article on Schools of Choice

Dr. Robert Peterkin - Harvard professor who serves as the lead court monitor for the District. He has held school superintendencies in Cambridge, Mass. and Milwaukee, Wis. and has enjoyed a long career in educational leadership, from special education teacher to deputy superintendent, mainly with the Boston Public Schools. His current work focuses on the restructuring of urban public schools for educational equity and higher student achievement, expansion of school leadership to include women and people of color, and coaching school leaders with a focus on teaching and learning. Peterkin has written and lectured on equitable school choice, school governance, school desegregation, women and people of color in leadership, the achievement gap, and the impact of school reform on the achievement of African American children. Dr. Peterkin was appointed by the Court to serve in the Unit 4 Consent Decree.

Carol Ashley - Lead Counsel for the Plaintiff Class who has also served as lead Counsel in other Federal Court cases involving desegregation.

Jim Lucey - serves on the Court Monitoring Team and is involved in data analysis and serves as a consultant assisting the district in developing procedures for accurately gathering and analyzing student and program data.

Judge Joe Bill McDade - United States District Court for the Central District of Illinois in Peoria, Illinois. Judge McDade stresses the point that there is much work to be done and that he continues to expect improvement in eliminating unwarranted disparities between African American students and their peers in the areas of enrollment, attendance, educational achievement and discipline. He also expressed continued concerns about the hiring of African American staff. He stated the District and the Plaintiffs have made significant gains toward the goals of the Consent Decree and that " the citizens of Champaign and its school district are still boldly moving toward the journey's end envisioned by Brown: equal educational opportunity for all students."

Unit 4 Administrators - Arthur Culver, Dorland Norris, Dedrick Martin, Roger Grinnip, and the Data Team compile and present the Quarterly Report to the Court Monitoring Team. District level as well as building level administrators are involved in analyzing and reporting data for the Quarterly Reports.

Report Topics

Each Quarterly Report contains an update on sections listed below. The adjacent administrator is responsible for gathering and analyzing the data with input from building level administrators.

Staff & Hiring	Beth Shepperd, Assistant Superintendent for for <u>Human Resources</u> and Community Relations
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